GCSE

Additional Science / Chemistry

CH2HP

Final Mark scheme

4408 / 4402

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded
- the Assessment Objectives and specification content that each question is intended to cover.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.
At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.
In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening and underlining

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**.
Different terms in the mark scheme are shown by a / ; eg allow smooth/free movement.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students have provided extra responses. The general principle to be followed in such a situation is that 'right + wrong = wrong'.

Each error/contradiction negates each correct response. So, if the number of error/contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution?

[1 mark]

Student	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name two planets in the solar system.

[2 marks]

Student	Response	Marks awarded
1	Pluto, Mars, Moon	1
2	Pluto, Sun, Mars, Moon	0

3.2 Use of chemical symbols/formulae

If a student writes a chemical symbol/formula instead of a required chemical name, full credit can be given if the symbol/formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Full marks can be given for a correct numerical answer, without any working shown. However, if the answer is incorrect, mark(s) can be gained by correct substitution/working and this is shown in the 'extra information' column or by each stage of a longer calculation.

3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only. Papers should be constructed in such a way that the number of times errors can be carried forward are kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation 'ecf' in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

(…..) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Accept/allow

Accept is used to indicate an equivalent answer to that given on the left-hand side of the mark scheme. Allow is used to denote lower-level responses that just gain credit.

3.9 Ignore/Insufficient/Do not allow

Ignore or insufficient is used when the information given is irrelevant to the question or not enough to gain a marking point. Any further correct amplification could gain the marking point.
Do **not** allow means that this is a wrong answer which, even if the correct answer is given, will still mean that the mark is not awarded.

4 Quality of Written Communication and levels marking

In Question 2 students are required to produce extended written material in English, and will be assessed on the quality of their written communication as well as the standard of the scientific response.

Students will be required to:
- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

The following general criteria should be used to assign marks to a level:

Level 1: Basic

- Knowledge of basic information.
- Simple understanding.
- The answer is poorly organised, with almost no specialist terms and their use demonstrating a general lack of understanding of their meaning, little or no detail.
- The spelling, punctuation and grammar are very weak.

Level 2: Clear

- Knowledge of accurate information.
- Clear understanding.
- The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately, some detail is given.
- There is reasonable accuracy in spelling, punctuation and grammar, although there may still be some errors.

Level 3: Detailed

- Knowledge of accurate information appropriately contextualised.
- Detailed understanding, supported by relevant evidence and examples.
- Answer is coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
- The answer shows almost faultless spelling, punctuation and grammar.

Question	Answers	Extra information	Mark	AO / Spec. Ref.
1(a)(i)	a smooth curve through or close to all points except (30,12)		1	**AO2** 2.4
1(a)(ii)	correct reading from the curve in 1(a)(i) (cm^3)	allow a tolerance of +/- 0.5 cm^3	1	**AO2** 2.4
1(a)(iii)	45-50 (seconds)		1	**AO3** 2.4
1(a)(iv)	line becomes less steep because gas is produced more slowly	ignore line levels out or plateaus allow examples with figures, eg 12 cm^3 gas from 0 to 20s but 1.5 cm^3 gas in last 20s ignore reaction has stopped or no more gas produced	1 1	**AO3** 2.4
1(a)(v)	0.6 (cm^3 per second)	allow 0.55 to 0.65	1	**AO2** 2.4
1(b)(i)	 temperature volume (of hydrogen peroxide)	concentration of hydrogen peroxide = max **1** ignore amount (of hydrogen peroxide)	 1 1	**AO3** 2.4
1(b)(ii)	 rate increases because more particles (in the same volume) so frequency of collisions increases	incorrect reference to energy = max **2** accept particles closer together allow greater chance of collisions ignore more collisions	 1 1 1	**AO1** 2.4.1e

1(c)	(increasing the amount of catalyst) increases rate same final volume of gas	accept steeper graph or graph levels off earlier	1 1	**AO2** 2.4.1g
Total			**13**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
2			6	**AO1** 2.1.1h 2.2.4b,c 2.2.5a,b

Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also refer to the information on page 5 and apply a 'best-fit' approach to the marking.

0 marks	**Level 1 (1–2 marks)**	**Level 2 (3–4 marks)**	**Level 3 (5–6 marks)**
no relevant information given	a statement about the structure or a property of a metal **or** a statement about the structure or a property of a polymer	a statement about the structure or a property of a metal **and** a statement about the structure or a property of a polymer	a statement about the structure or a property of a metal **and** a statement about the structure or a property of a polymer **and** at least one statement linking structure and property

Statements shown as HT only are credited on both FT and HT.
However, HT only means that these statements are not expected in a FT answer.

Examples of chemistry points made in response

Metal:

Properties

- shiny
- hardness
- (tensile) strength
- melting point/boiling point
- density
- malleable/flexible
- ductile
- conduct electricity or thermal energy

Structure

- metals contain atoms /((positive) ions HT only)
- (the atoms/(positive) ions/particles are) closely packed / in a regular pattern / in a giant structure/in layers / in a lattice
- strong bonds/(electrostatic attractions HT only)
- (metal has delocalised electrons HT only)

Polymer:

Properties

- flexible
- melting/boiling point
- density
- can be shaped/moulded
- poor conductor of electricity or thermal energy

Structure

- polymer consists of chains
- polymer chains may be tangled
- polymer has no cross links.
- (polymer has weak intermolecular forces HT only)

Level 3:

Examples of linked statements:

- metal can be bent and shaped because the layers can slide
- some metals are soft because layers can slide
- some metals are hard because they have strong bonds and/ or (the atoms/(positive) ions/particles) are closely packed / in a regular pattern / in a giant structure/ in a lattice
- metal has high melting/boiling point because they have strong bonds and/ or (the atoms/(positive) ions/particles) are closely packed / in a regular pattern / in a giant structure / in a lattice
- metal is strong because of strong bonds
- some metals are dense because the atoms are closely packed
- (metal can conduct thermal energy and electricity because metal has delocalised electrons HT only)
- thermosoftening polymer melts when heated because it has no cross-links (or has weak intermolecular forces HT only)
- thermosoftening polymer is flexible because the chains can move over each other

Total			**6**

Question	Answers	Extra Information	Mark	AO / Spec. Ref
3(a)(i)	2 bonding pairs 4 unbonded electrons on each atom	accept dots, crosses, e, - or any combination ignore any electrons on any inner shells if no other mark awarded allow **1** mark for 1 bonding pair and 6 unbonded electrons on each atom	1 1	**AO2** 2.1.1g
3(a)(ii)	covalent	allow convalent and covelant ignore single or double ignore shared, shared bond or sharing	1	**AO1** 2.1.1g
3(a)(iii)	weak intermolecular forces require little energy to overcome	reference to weak covalent or weak ionic bonds = **0** accept weak intermolecular bonds MP2 dependent on MP1 if no other mark awarded allow 1 mark for simple/small molecules	1 1	**AO1** **AO2** 2.2.1a,b

3(b)(i)	**2** Mg + O_2 → **2** MgO	accept multiples	1	**AO2** 2.2.2
3(b)(ii)		reference to incorrect particles **or** incorrect bonding **or** incorrect structure = max **2**		**AO1** **AO2** 2.1.1a,b,c,f
	magnesium loses (electrons) **and** oxygen gains (electrons)		1	
	two (electrons transferred)		1	
	noble gas structure **or** 8 electrons in outer shells **or** (electrostatic) attraction between ions **or** forms ionic bonds	accept full outer shell (of electrons)	1	
3(b)(iii)	particles 1-100 nm in size	accept contain a few hundred atoms/ions accept have a high surface area to volume ratio ignore reference to (very) small particles do **not** accept smaller than an atom/ion	1	**AO1** 2.2.6a

3(c)	has a high melting point	allow will not melt allow a lot of energy needed to melt ignore boiling point reference to incorrect particles or incorrect bonding or incorrect structure = max **1** from MP2 and MP3	1	**AO1** **AO2** 2.2.3a
	because all atoms linked to other atoms	allow giant structure/lattice ignore many bonds	1	
	by covalent bonds	allow strong bonds allow a lot of energy needed to break bonds accept giant covalent structure for MP2 and MP3	1	
Total			**13**	

Question	Answers	Extra Information	Mark	AO / Spec. Ref
4(a)	add copper oxide and (sulfuric) acid		1	**AO1** **AO2** 2.6.1b,c
	excess (copper oxide)		1	
	filter (to remove excess)	ignore impurities	1	
	heat /boil / evaporate / leave (to crystallise)	do **not** accept to dryness	1	
4(b)	(M_r CuO =) 79.5		1	**AO2** 2.3.3c
	24.95/249.5 **or** 0.1 **OR** 79.5/249.5 **or** 0.3186…	allow ecf for M_r CuO from step 1 allow correct rounding to min 2SF	1	
	(24.95/249.5 x 79.5=) 7.95	allow ecf for M_r CuO from step 1 allow ecf from step 2 of incorrect calculation/ rounding of correct ratio allow correct rounding to min 2SF correct answer with or without working gains 3 marks	1	
4(c)(i)	as wealth decreases, ethene production decreases (with the exception of country C or D)	accept converse	1	**AO2** **AO3** 2.6
	sulfuric acid production is not linked to wealth		1	

4(c)(ii)	use of products of ethene has increased	allow use of polymers / plastics / ethanol / poly(ethene) has increased ignore use of ethene as a (bio)fuel ignore cost	1	**AO3** 2.2.5
Total			**10**	

Question	Answers	Extra Information	Mark	AO / Spec. Ref
5(a)(i)	draw line on paper		1	**AO1** 2.3.2b
	put (dots of) inks on line		1	
	place (bottom of) paper in solvent / water		1	
	any **one** from: line drawn in pencil allow dots of ink to dry line above solvent lid		1	
5(a)(ii)	any **two** from: • A has 3 colours **and** B has 4 colours • 2 colours are the same • **A** has 1 colour not in **B and B** has 2 colours not in **A**	accept 3 colours are different if no other mark awarded allow **one** more colour in ink **B** than in ink **A** (or converse)	2	**AO3** 2.3.2b
5(b)(i)	substances carried by gas		1	**AO1** 2.3.2c
	through column / tube / coil (packed with solid)		1	
	(different substances move through the column) at different speeds	accept (different) substances come out at different times or have different retention times	1	
5(b)(ii)	(relative) molecular mass	allow (relative) formula mass allow RFM, RMM, M_r	1	**AO1** 2.3.2c
Total			**10**	

Question	Answers	Extra Information	Mark	AO / Spec. Ref
6(a)(i)	tick (✓) by: the initial temperature reading was too low		1	**AO3** 2.5
6(a)(ii)	the reaction is exothermic	allow energy is given out	1	**AO3** 2.5.1b
6(b)(i)	(positive/hydrogen) ions gain electrons hydrogen is below sodium in the reactivity series so hydrogen / H_2 is produced	accept (positive/hydrogen) ions are reduced accept reference to high reactivity of sodium If no other mark awarded allow hydrogen (and sodium) ions **or** positive ions are attracted to negative electrode for **1** mark	1 1 1	**AO1** **AO2** 2.7.1c,f,i
6(b)(ii)	**2** (Cl^-) → **Cl_2 + $2e^-$**	must be completely correct allow multiples	1	**AO1** 2.7.1g
6(b)(iii)	solution is alkaline because sodium hydroxide / NaOH is produced **or** sodium hydroxide / NaOH is left over	 accept hydroxide (ions) / OH^- is produced **or** hydroxide (ions) / OH^- is left over	1 1	**AO1** **AO2** 2.7.1i; 2.6.2d
Total			**8**	